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Grade 9

Catholic School Version

Curriculum Handbook for Parents

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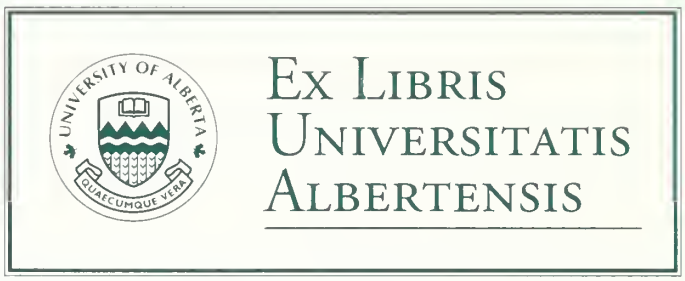
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GRADE 9

Curriculum Handbook for **Parents**

Catholic School Version

2009–2010

This Curriculum Handbook provides parents with information about the Grade 9 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- information on a personal and career development and planning for senior high school
- a feedback form.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

In today's busy households, where our Kindergarten to Grade 12 students are involved in every kind of extracurricular activity imaginable, it is especially important parents and guardians are kept informed about what their students are learning in the classroom. That is why each year Alberta Education develops the curriculum handbooks series—an insightful guide that outlines what students across the province will learn at their respective grade levels.

We know you play a critical role in determining your child's future success. I am confident this handbook will engage you in Alberta's curriculum, your student's studies, and answer any questions you may have on what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

Alberta's curriculum is recognized for its excellence—and our students are thriving as a result. I encourage you to see this handbook as a window into your child's learning and as a resource in understanding how we help students reach their full potential. If you have any questions about the content of this handbook, do not hesitate to contact your child's teacher or school.

I hope you find this handbook helpful and informative and I wish you and your student every success this school year.

Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners*— Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.
- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*— Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://education.alberta.ca/media/356481/mathprbk.pdf

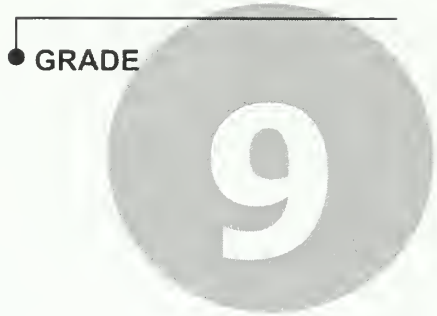
- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.

http://learnalberta.ca

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.



In Grade 9, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to a minimum of 950 hours of instruction each school year.

Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 9 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

REQUIRED

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

OPTIONAL

- Career and Technology Studies
- Fine and Performing Arts
- Languages★
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language. Students in immersion and bilingual programs also take a number of subjects in the target language.

New Courses for 2009–2010 School Year:

- First Nations, Métis and Inuit (FNMI) Language and Culture
  - Cree Language and Culture (Nine-year Program)
- International Languages
  - German Language and Culture (Nine-year Program)
  - Japanese Language and Culture (Nine-year Program)
  - Punjabi Language and Culture (Nine-year Program)
  - Ukrainian Language and Culture (Nine-year Program)
- Social Studies (English and French)

Courses Scheduled for Implementation in 2010–2011:

- International Languages
  - Chinese Language and Culture (Nine-year Program)
  - Spanish Language and Culture (Nine-year Program)
- Mathematics (English and French)

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 9 program assists young people in understanding both the joy and the demands of following in the way of Christ and living out the faith that our community professes in the Creed. Using the Beatitudes as a touchstone, young people are invited to examine the attitudes and actions that characterize the Christian life. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a spirit-filled community.

Students explore these themes through the study of ten units:

Unit 1
Be with Me.

The students will examine the qualities of relationships. They will identify ways that the Beatitudes help us to understand the distinctive Christian attitudes that shape wholesome relationships. The Ten Commandments and Beatitudes are seen as stepping stones that show the way to true happiness and friendship with God and others.

Unit 2
Be Alive.

The students are invited to deepen their appreciation for the gift of life, and as they become increasingly aware of their gifts and abilities through the mystery of the Incarnation. Jesus affirms the dignity of every person and the sacredness of the human body. The 5th Commandment underlines the sacredness of human life from the moment of conception to the moment of death. Emotions are a gift that helps us to relate to God and others. Our faith guides our expression of emotion so that we relate to others in a responsible and loving way. "Blessed are the peacemakers."

Unit 3
Be Faithful.

The students are introduced to the virtue of faithfulness as an attitude that encourages them to involve God in their lives. The 1st and 2nd Commandments are seen as a call to love and respect God above everything. The students will deepen their understanding of prayer as a lived relationship with God, and the 3rd Commandment as a call to "stop and pray." They will describe and demonstrate a variety of forms of prayer and articulate the different ways God responds to prayer. "Blessed are the poor in spirit."

Unit 4
Be Loving.

The students will explore the Christian dimensions of love within the context of popular notions of love. They will analyze ways they love others and articulate what it means to be loved and to love unconditionally. They will review and apply a decision-making model, define conscience, and name its role in moral decision making. Within the context of the 6th Commandment as a protection for the sacred bonds of committed love, the students will explain how sexuality helps them to love, identify acceptable Christian expressions of love, and analyze sexual issues in relation to the virtue of chastity. They will identify signs of manipulative, coercive and abusive behaviours in relationships and demonstrate an understanding of the assertiveness skills necessary for developing and maintaining healthy relationships. "Blessed are the peacemakers."

Unit 5
Be Obedient.

The students will explain and interpret the 4th Commandment as it applies to families and identify the roles, duties and responsibilities that are shared within Christian families. They will recognize legitimate authority within various sectors of society: school, civic community, Church, and identify, explain and affirm their respective duties.

Unit 6
Be Just.

The students will identify social justice issues and use the preferential option for the poor as the criterion for analyzing issues of injustice. They will demonstrate an understanding that Christian justice is rooted in love, mercy and compassion. Blessed are those who hunger and thirst for righteousness. The students will also evaluate their lifestyle in terms of its ecological impact and identify the correlation between their relationship with God and their relationship with others and the earth. "Blessed are the meek."

Unit 7
Be Honest.

The students will define stewardship in terms of respect for the goods and property of another. They will identify the balance between the right to own and the requirement to share. The students will explain the role of truthfulness in relationships and recognize God as the source of absolute truth and they will evaluate their own behaviour in light of the 7th and 8th Commandments.

Unit 8
Be Generous.

The students will understand how Jesus models a generous attitude toward others and enables us to rejoice in our own and in other's good fortune, happiness and blessing. They will define pure of heart, modesty and envy, comparing and contrasting common attitudes in society with the 9th and 10th Commandments. These commandments will be used as a tool for critical reflection on career and life skills planning. "Blessed are the pure of heart."

Unit 9
Be Forgiving.

The students will define forgiveness, examine the ways Jesus models forgiveness, and identify areas in their life where they are called to forgive. They will understand reconciliation, give examples of how it restores and heals relationships, and explain how the Church enables and facilitates reconciliation. "Blessed are the merciful."

Unit 10
Be Hopeful.

The students will understand hope and its role in Christian living and explore the ways that prayer nourishes hope. They will identify people who model Christian hope and examine the 1st Commandment as a call to place all our hope in God. A review of the Virtues and Beatitudes that underlie the Christian lifestyle will culminate in a celebration of faith. "Blessed are you when people revile you and persecute you on my account. Rejoice and be glad, for your reward is great in heaven."

As a result of participation in this program, students will:

- demonstrate a familiarity with and an ability to retell key biblical narratives that illustrate God's faithful relationship with a chosen people and the community's response to this relationship
- express connections between the relationships described in biblical events and their own life experiences
- show reverence for Scripture as God's living Word
- define human dignity and express its significance in Christian faith and practice
- name the articles of the Apostles' Creed as a summary expression of the Christian community's relationship with God and articulate some of the meaning of each article
- communicate their faith in ways that show a genuine understanding of the Apostles' Creed

- describe how the Creed is a summary of the faith community's understanding of who God is
- explain how the Creed calls them to make responsible choices and decisions in their everyday lives
- analyze (critique) events and personal decisions in light of a commitment to follow Jesus
- describe the relationship between real-life situations and the baptismal commitment to follow Jesus in the community of the Holy Spirit
- outline the ways that prayer deepens a relationship with God
- pray, using a variety of prayer styles
- participate in traditional forms of Catholic prayer.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

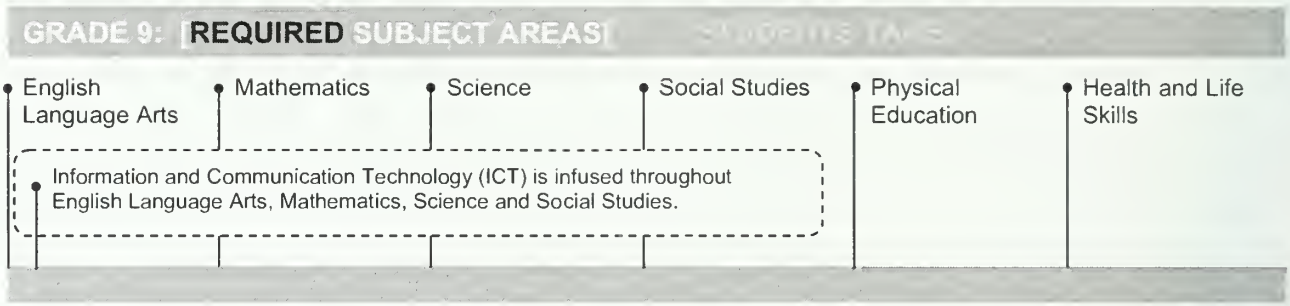
Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Cateehism of the Catholie Chureh teaehes about our faith in a manner appropriate to the age and development of the students. Not everything in the Cateehism is ineorporated beeause, as the Cateehism itself points out, what is taught must be adapted to the "differenees of eulture, age, spiritual maturity, and social and ecclesial eonditions among all those to whom it is addressed" (#24). Speeifie exeerpts are quoted at the end of eaeh theme for the teaeher to help root the contents and aetivities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at sehool, at home and in the parish eommunity.

The **required subject areas** are the foundation of the junior high school program.


GRADE 9: REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

View the English language arts digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 9 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals

- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships

Comprehend and respond personally and critically to oral, print and other media texts

- discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
- identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts
- identify and discuss theme and point of view in oral, print and other media texts
- identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
- create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action

Manage ideas and information

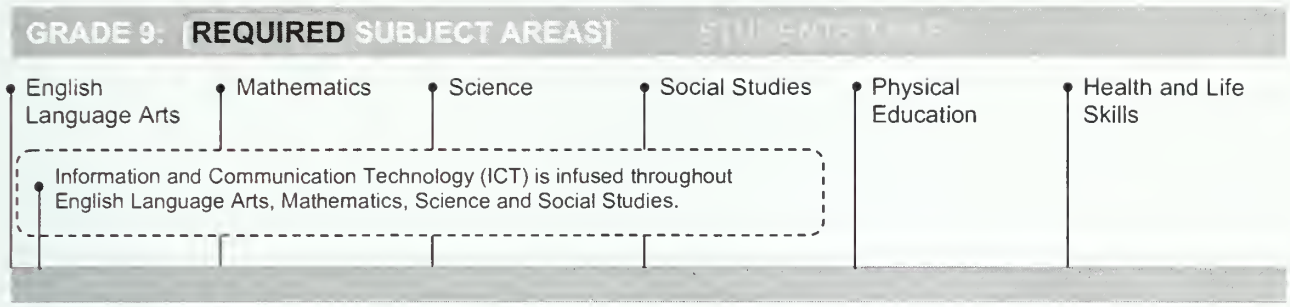
- synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions
- select types and sources of information to achieve an effective balance between researched information and own ideas
- distinguish between primary and secondary sources, and determine the usefulness of each for research purposes
- use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources
- communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles
- reflect on the research process, identifying areas of strength and ways to improve further research activities

Enhance the clarity and artistry of communication

- revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions
- develop personal handwriting styles appropriate for a variety of purposes
- identify and experiment with some principles of design that enhance the presentation of texts
- use a variety of strategies to make effective transitions between sentences and paragraphs in own writing
- demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing
- select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
- follow the train of thought, and evaluate the credibility of the presenter and the evidence provided

Respect, support and collaborate with others

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history
- create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures
- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
- share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives


GRADE 9: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

View mathematics digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

The following learning outcomes are selected from the Grade 9 Mathematics Program of Studies.

Number

- explain and illustrate the structure and the interrelationship of the sets of numbers within the rational number system
- develop a number sense of powers with integral exponents and rational bases
- use a scientific calculator or a computer to solve problems involving rational numbers
- explain how exponents can be used to bring meaning to large and small numbers, and use calculators or computers to perform calculations involving these numbers

Patterns and Relations

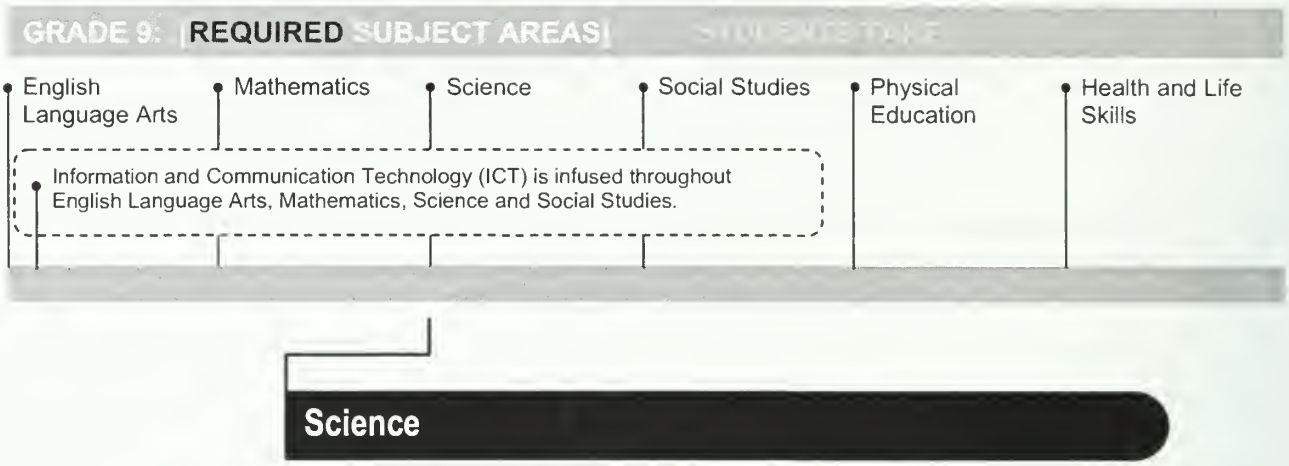
- generalize, design and justify mathematical procedures, using appropriate patterns, models and technology
- solve and verify linear equations and inequalities in one variable
- generalize arithmetic operations from the set of rational numbers to the set of polynomials

Shape and Space

- use trigonometric ratios to solve problems involving a right triangle
- describe the effects of dimension changes in related 2-D shapes and 3-D objects in solving problems involving area, perimeter, surface area and volume
- specify conditions under which triangles may be similar or congruent, and use these conditions to solve problems
- use spatial problem solving in building, describing and analyzing geometric shapes
- apply coordinate geometry and pattern recognition to predict the effects of translations, rotations, reflections and dilatations on 1-D lines and 2-D shapes

Statistics and Probability

- collect and analyze experimental results expressed in two variables, using technology, as required
- explain the use of probability and statistics in the solution of complex problems


GRADE 9: REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
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Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

Students study five units during their Grade 9 year. The topics studied and the major outcomes for each are:

Biological Diversity

- investigate the diversity of living things, and describe the role of diversity in species survival

- describe processes for reproduction and for transmission of species characteristics from generation to generation
- describe the role of genetic materials in determining species characteristics, and investigate technologies used to modify species characteristics
- identify ways that human action can affect species variation and species survival, and analyze related issues

Matter and Chemical Change

- investigate materials and describe materials in terms of their physical and chemical properties
- describe and interpret patterns in chemical reactions
- describe ideas used to explain the chemical properties of materials, and identify evidence for these ideas
- use simple chemical nomenclature in describing elements, compounds and chemical reactions

Environmental Chemistry

- investigate and describe the role of chemical substances in environments and living things
- identify processes for measuring the quantity of different substances in the environment for monitoring air and water quality
- analyze and evaluate ways to limit the distribution and effect of potentially harmful substances within an environment

Electrical Principles and Technologies

- describe the operation of devices that produce electrical energy from other forms of energy, and that convert electrical energy to other forms
- describe technologies used to transfer and control electrical energy
- identify energy inputs and outputs from technological devices, and evaluate the efficiency of energy conversions
- describe the social and environmental implications of electrical energy use

Space Exploration

- describe how technological developments have advanced human understanding of Earth and space
- describe problems and challenges encountered in developing the potential for space exploration and for life in space
- describe the scientific principles of devices such as optical and radio telescopes, space probes and remote sensing technologies
- identify issues and opportunities resulting from the use of space technology, and analyze some of the issues involved

The program develops **skills** in four major areas:

Initiating and Planning
Students devise (or make) plans to investigate:

- science-inquiry questions
- practical problems
- science-related issues.

Performing and Recording
Students conduct investigations through:

- observation
- recording data
- researching information.

Analyzing and Interpreting
Students develop, analyze and assess possible explanations through:

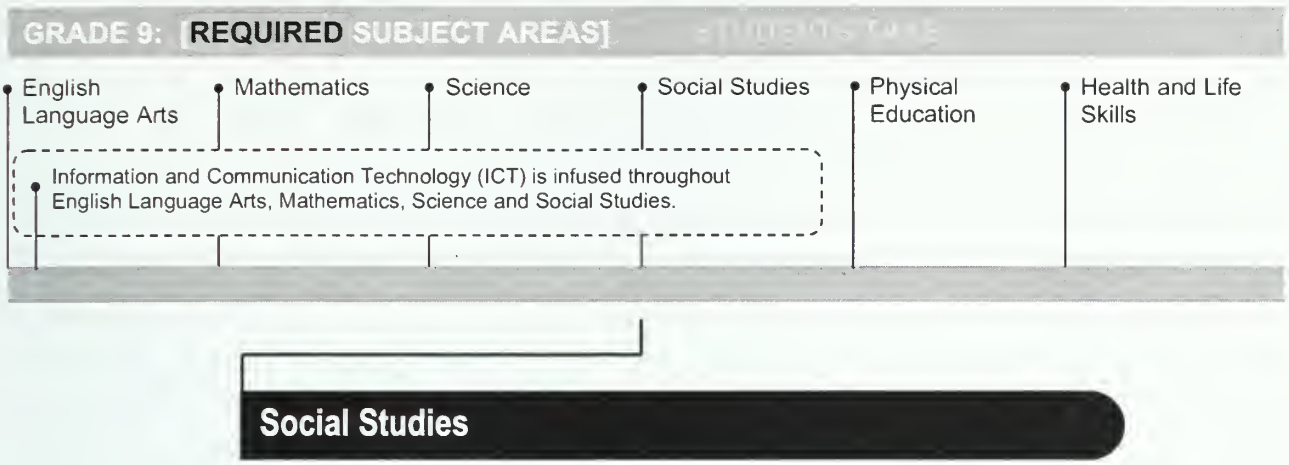
- data display
- inference
- evaluation.

Communication and Teamwork
Students work collaboratively to:

- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

- continuing interest in science
- respect for the ideas of people with various backgrounds and views
- support for scientific processes
- collaboration with others
- stewardship for the natural environment
- safety in science.


GRADE 9: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 9 Social Studies Program of Studies.

Issues for Canadians: Governance and Rights

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Values and Attitudes

- appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada
- appreciate the various effects of government policies on citizenship and on Canadian society

Knowledge and Understanding

examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:

- How are laws passed in the federal political system?
- To what extent do political and legislative processes meet the needs of all Canadians?

analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?

assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?

assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- To what extent does Canada benefit from immigration?

Issues for Canadians: Economic Systems in Canada and the United States

Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Values and Attitudes

- appreciate the values underlying economic decision making in Canada and the United States
- appreciate the impact of government decision making on quality of life

Knowledge and Understanding

compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:

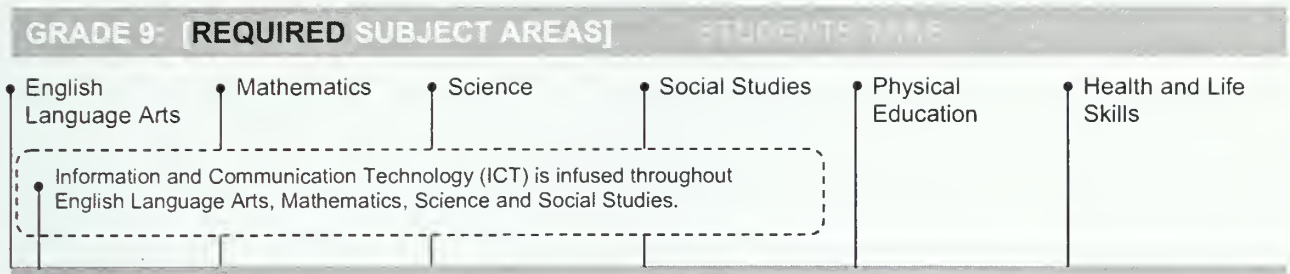
- Why is Canada viewed as having a mixed economy?
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?

assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life?
- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?

assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)?
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?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Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

The ICT Program of Studies is organized by division. The following is a sample of the Division 3 learning outcomes that students are expected to meet by the end of Grade 9.

Communicating, Inquiring, Decision Making and Problem Solving

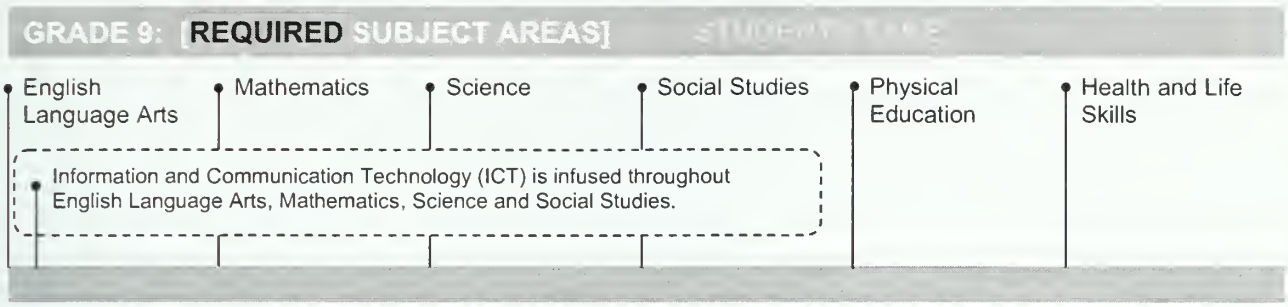
- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources

Foundational Operations, Knowledge and Concepts

- explain the issues involved in balancing the right to access information with the right to personal privacy
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

Processes for Productivity

- use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- demonstrate proficient use of various information retrieval technologies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Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

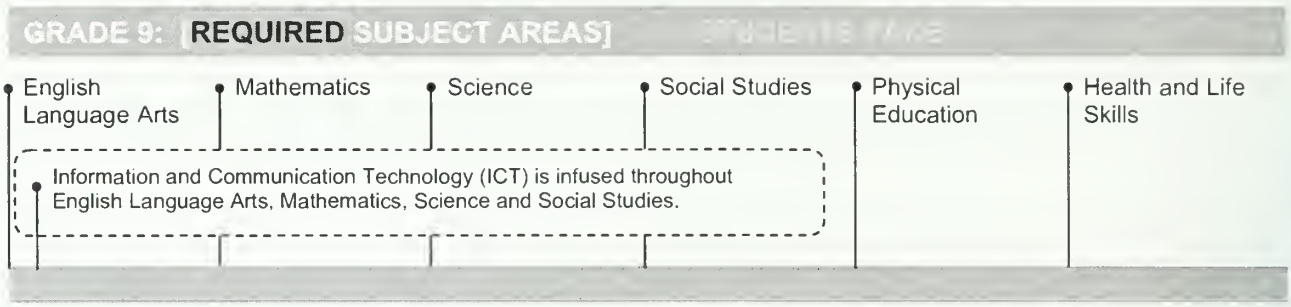
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducation online

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.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Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes

Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

GRADE 9: [OPTIONAL SUBJECT AREAS] STUDENTS MAY SELECT FROM:

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Career and Technology Studies

View the career and technology studies subject page at http://education.alberta.ca/teachers/program/cts.aspx

View CTS digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca/

Career and Technology Studies (CTS) is an optional program designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. Introductory level courses in CTS strands; in the Business, Administration, Finance & Information Technology (BIT) cluster; and in the Trades, Manufacturing & Transportation (TMT) cluster are considered appropriate for junior high school students.

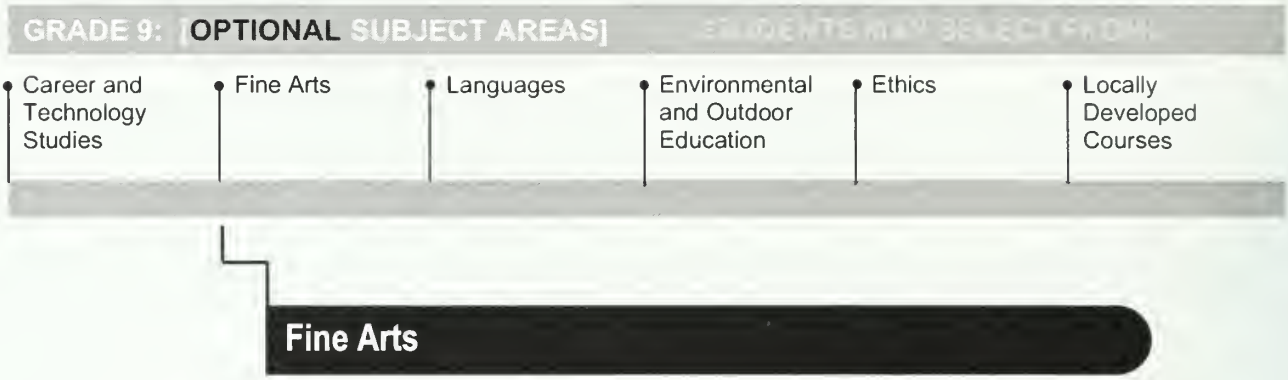
CTS is organized into five clusters:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT).

A cluster is a grouping of 1-credit courses in CTS that represents occupations and broad industry commonalities. Clusters connect learning outcomes specific to the knowledge, skills and attributes for related occupational, specialized skill or credentialed pathways.

CTS clusters will be implemented gradually beginning in September 2009. Business, Administration, Finance & Information Technology (BIT) and Trades, Manufacturing & Transportation (TMT) will be implemented in September 2009. The remaining three clusters will be implemented in September 2010. Courses in the following strands will remain in effect until implementation of the Media, Design & Communication Arts (MDC), Natural Resources (NAT) and Health, Recreation & Human Services (HRH) clusters in September 2010:

Agriculture
Career Transitions
Communication Technology
Community Health
Cosmetology Studies
Design Studies
Energy and Mines
Fashion Studies
Foods
Forestry
Legal Studies
Tourism Studies
Wildlife



Fine Arts

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through the Fine Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

GRADE 9: [OPTIONAL SUBJECT AREAS] STUDENTS MAY SELECT FROM:

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- Fine Arts
- Languages
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Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta school authorities implement language programs, either:
- by choosing from available provincial programs or
- through a locally-developed course series.

First Nations, Métis and Inuit Languages

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live *(wa)wētina(hk)* (peacefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

French

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

At the junior high school level, the French language arts program of studies is intended to continue work started at the elementary level, including vocabulary and sentence structure enrichment, to enable students to engage more actively and effectively in proposed activities. Students become aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects.

The acquisition of a solid language basis allows students to better understand, clarify and express abstract thoughts. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the Francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for better understanding of internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to develop a work plan that will enable them to complete their writing project more efficiently. They learn to organize and express their ideas clearly, while still respecting the rules of internal text organization and spelling. They also learn to edit their texts using various reference works.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 9, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to texts from various subject areas
- listening to newspaper and magazine articles, short stories or excerpts from plays or novels
- listening to audiotapes, such as songs or documentaries
- viewing audiovisual materials.

Students learn to gather information from the broadcaster to focus their listening, note points on which they wish clarification, and tolerate ambiguity.

In **reading comprehension**:

Teachers will select, for their students, texts:

- from the field of information and opinion; e.g., news items, documentaries, letters or texts presenting a point of view
- from the imaginary world; e.g., narratives, poems and songs.

To develop reading strategies, students learn to tackle texts taking into account their organization (e.g., narrative) and develop various ways of annotating texts.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings and their interactions with others. The topics chosen for the presentations may be from another area of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts. In addition to group work situations, Grade 9 students develop their ability to read with expression.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events and personal experiences
- the use of appropriate verb tenses to express past, present and future experiences when these are described in the same presentation
- the correct use of possessive and demonstrative pronouns.

Emphasis on *discussion* enables students to continue developing their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities with respect to the task.

In **writing**:

Students learn to write texts and pay particular attention to the way they express their feelings and opinions. They also learn to write short stories in which the images created evoke sentiments or emotions.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- the selection of a text structure consistent with their communicative intent
- the organization of ideas according to a plan—introduction, development and conclusion
- the agreement of past participles with "*avoir*"
- verb agreement when the subject includes nouns and pronouns in different persons
- punctuation
- spelling.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 9 is designed so that students integrate the knowledge and skills they acquired in grades 4 to 8, while expanding their language use so they can:

- understand and communicate orally and in writing the main idea(s) and some details related to the main idea or ideas in oral and written texts dealing with familiar topics, such as sporting events, sports injury and prevention, housing designs and plans, home leisure activities, urban life and rural life, community events and festivities
- gain language knowledge and more sophisticated language structures to understand and communicate messages
- name some trades or professions for which knowledge of French is useful or an asset
- identify Francophone communities at the local, provincial, national and international levels
- do research on Francophone communities at the national and international levels and reflect upon their way of life so as to better appreciate these communities
- demonstrate knowledge of language conventions that are culturally appropriate, such as how buildings, streets and monuments are named in French, the appropriate abbreviations and symbols for measurement (for example, km and m^2), and the conventions used for informal letters
- continue to develop and refine language learning strategies so as to become more effective and efficient learners of French.

International Languages

Bilingual Programs

http://education.alberta.ca/teachers/program/interlang.aspx

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs of study for Grade 7 students. At the junior high level in international languages, there are courses that may be taught that are extensions of courses that have begun at earlier entry points (Grade 1). Currently, the Italian Language and Culture (Twelve Year Program) is the only provincial course sequence that begins at Grade 1 and extends through junior high to Grade 12.

The following language and culture courses are available to students who began their study of a target language in Grade 4:

- Chinese Language and Culture (Nine-year Program)
- German Language and Culture (Nine-year Program)
- Japanese Language and Culture (Nine-year Program)
- Punjabi Language and Culture (Nine-year Program)
- Spanish Language and Culture (Nine-year Program)
- Ukrainian Language and Culture (Nine-year Program)

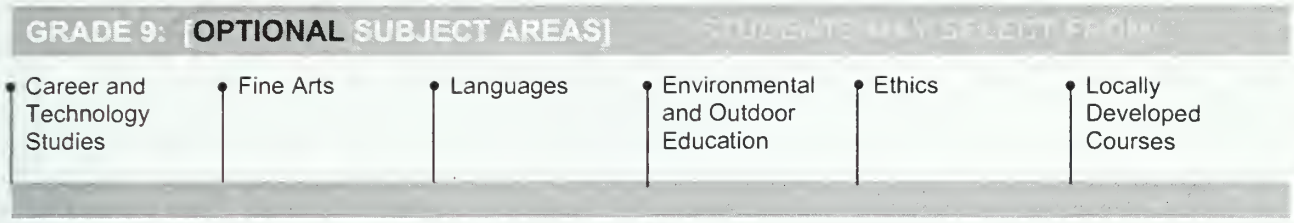
The following language and culture courses are available to students who begin their study of a target language in Grade 7:

- Chinese Language and Culture (Six-year Program)
- German Language and Culture (Six-year Program)
- Italian Language and Culture (Six-year Program)
- Japanese Language and Culture (Six-year Program)
- Spanish Language and Culture (Six-year Program)
- Ukrainian Language and Culture (Six-year Program)

Locally Developed Language Courses

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

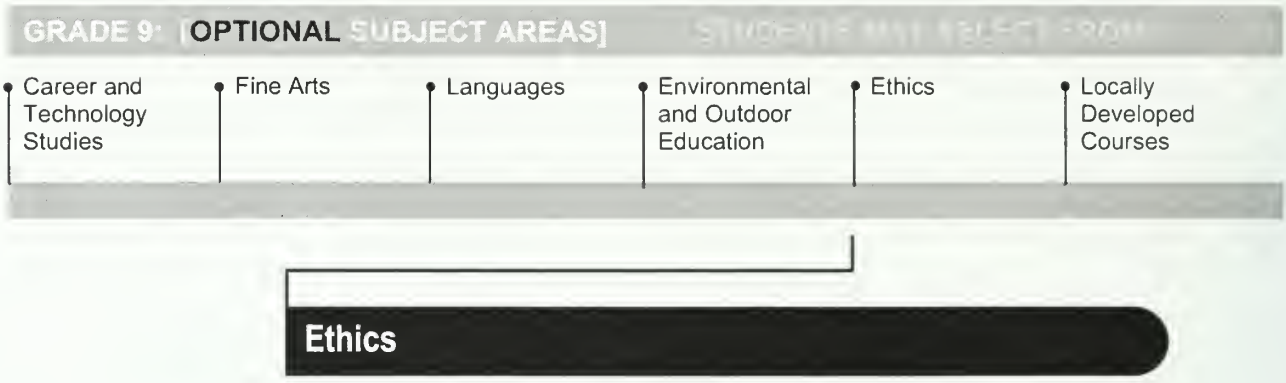


Environmental and Outdoor Education

http://education.alberta.ca/media/768718/eoed.pdf

In environmental and outdoor edueation, students develop interest and eompetenee in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor edueation ean be offered as a single eourse or as a sequenee of eourses, and ineludes:

- the basie knowledge, skills and attitudes required for safe and eomfortable experienees
- awareness and appreeiation of living things
- understanding of basie eeologieal proeesses
- skill, judgement, eonfidenee and sensitivity in a range of environmentally responsible aetivities in outdoor settings
- lifestyle strategies that eneourage responsibility for local and global environments.



http://education.alberta.ca/media/768722/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.

GRADE 9: [OPTIONAL SUBJECT AREAS]

- Career and Technology Studies
- Fine Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

Information for Parents

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://lrc.education.gov.ab.ca/pro/default.html

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

School Councils

Schools, parents and communities all play an important advisory role in education. School councils are designed to give parents, senior high school students and teachers meaningful involvement in decisions that impact student learning. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their school or the Alberta School Councils' Association (ASCA).

http://www.albertaschoolcouncils.ca

http://education.alberta.ca/media/464094/scm.pdf

The *Alberta School Council Resource Manual* provides information on the operation of school councils and on key topics of importance to school councils and other education stakeholders.

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis. Caution fees should be refunded at the end of the year if the item is returned in good condition.

The ASBA school fee advisory recognizes that fees should be waived for those who cannot afford them and that no student should be prohibited from participating.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

Parents are not to fundraise for core items such as textbooks. Some fundraising is allowable for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

School Choice

http://education.alberta.ca/parents/choice.aspx

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Inspiring Education

http://www.inspiringeducation.alberta.ca

Inspiring Education: A Dialogue with Albertans is an opportunity to shape the future of education in Alberta and we want to hear your perspective. Tell us your story. Share your opinions. Join the conversation! *Inspiring Education* is an exchange of ideas to change each other's thinking about what education is and what education means. It's about looking to the future and deciding what education in Alberta should be in 20 years.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Curriculum Content— Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development

- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary educators, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade, to post-secondary education and to the world of work.

Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Planning Curriculum Changes

Alberta Education plans curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and plan for the purchase of any needed resources.

Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft program of studies for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft program of studies, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to seven Alberta Regional Professional Development Consortia. Each Regional Consortium organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://lrc.education.gov.ab.ca/pro/default.html

Alberta Education selects and authorizes learning and teaching resources that are designed specifically to support the provincial curriculum. Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre.

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

http://education.alberta.ca/teachers/fnmi/policies.aspx

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

A Handbook for Aboriginal Parents of Children with Special Needs (2000) provides information to assist First Nations, Métis and Inuit parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the Learning Resources Centre (LRC).

http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the Learning Resources Centre (LRC).

Daily Physical Activity

For more information about the DPA policy and resources to support DPA, visit the DPA Web site at http://education.alberta.ca/teachers/resources/dpa.aspx.

School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

http://www.phac-aspc.gc.ca/pau-uap/paguide/

For further information and ways to increase physical activity at home, visit the Healthy U Web site or the Public Health Agency of Canada's Web site.

Career and Life Planning

Preparing for life and connecting learning and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students manage transitions within the K–12 learning system and when moving into further education, training and/or the workplace.

In junior high school, students begin linking their skills, knowledge, and attitude to occupational possibilities. They begin to develop employability skills in addition to continuing to develop life skills. At this stage, students begin to outline their own learning and career goals.

Career Development activities facilitate the linkages between education, work and further study, and help individuals make informed choices based on self knowledge, understanding of the world around them, identification and pursuit of individual passions, and life goals.

Personal and career development activities and outcomes are integrated into junior high school courses and programs. The following junior high school programs focus specifically on these topics: Health and Life Skills, Physical Education, and Career and Technology Studies (CTS).

Many junior high schools organize career development activities, such as mentoring, job shadowing, portfolio development and career fairs. Junior high schools encourage students to develop a career plan. Career planning is an ongoing process and therefore plans need to be continually reviewed with the support of schools and families. Students begin to develop a personal portfolio, including a résumé, and may use a career planner such as the *Middle/Junior High School Student Learning–Career Planner* developed by Alberta Education.

http://education.alberta.ca/apps/publications/

http://education.gov.ab.ca/k_12/curriculum/cardir_jr.pdf
[pdf version]

http://education.gov.ab.ca/k_12/curriculum/JHPlan.doc
[word version]

The *Student Learning–Career Planner Information Booklet* and the *Middle/Junior High School Student Learning–Career Planner* along with Learning Alberta Information Services (ALIS) are useful tools for teachers, counselors and parents as they work with students to help them manage their career planning process. The information booklet and the junior high school planner are available on the Alberta Education Web site or for purchase from the LRC. ALIS is available to all Albertans to assist them in their career planning.

http://education.gov.ab.ca/k_12/curriculum/cardir.pdf

http://alis.alberta.ca

WorldSkills International

WorldSkills is a global movement of agencies and eommitted individuals focused on developing and promoting high performanee among young people in skilled trades and technologies that are vital to eeonomie and soeial success. WorldSkills International represents approximately 50 eountries with a major objective to earry out a WorldSkills competition every two years.

- This event is an opportunity for students, parents, teaehers and administrators to eome and view the eompetition and participate in a hands-on interaetive opportunity to try a trade.
- Alberta is participating in WorldSkills Calgary 2009 to demonstrate the value of trades and teehnology training and occupations as excellent eareer options for young people.
- WorldSkills Shizuoka 2007 was held in Japan, and now the world's attention is on Calgary. Mark it in your ealendar to attend the 2009 eompetition in Calgary from September 1–7, 2009.
- This event is an exeiting opportunity for Canadian youth to showease their skills and talents on a global stage.
- This event brings youth, edueators and industry representatives together to witness an exeeptional display of skill and ingenuity.
- The trades and teehnology seetors are ehallenging and rewarding eareer ehoiees.
- People who work in trades and teehnology oeeupations are highly skilled and motivated, and make an invaluable eontribution to our economy.
- Ensuring all Albertans are able to share their skills, knowledge and ideas will help seeure the provinee's well-being and quality of life for future generations, and will help Alberta's economy to beeome more knowledge-based.

WorldSkills Calgary 2009 Quick Facts

- Largest international competition in Calgary since the 1988 Olympics
- Approximately 1000 competitors from 50 member countries will compete (30 languages)
- 2500 international experts, delegates and judges will attend
- 150 000 student and public spectators will attend the competition
- 45 official skill categories
- September 1–7, 2009 at Stampede Park in Calgary for four days of competition occurring on September 2–5, 2009
- Check out www.worldskills2009.com for more details

Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

English as a Second Language

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Kindergarten to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Education

http://education.alberta.ca/admin/special/resources/learningteam.aspx

Some students require specialized learning opportunities in order to receive an education. School boards must provide special education programming that is consistent with the student's identified learning needs. If you feel your child would benefit from additional support, you should talk to the classroom teacher. Your child's teacher or the school principal will have information about the special education services and programming available through the school jurisdiction. To assist you in discussing your child's needs, access *The Learning Team: A Handbook for Parents of Children with Special Needs* through the link provided.

Distributed Learning

Alberta Education provides leadership and resources for distributed learning in Alberta's educational institutions. Distributed learning is a model through which learning is distributed among a variety of delivery formats and mediums—print, digital (online) and traditional delivery methods. Teachers, students and content can be located in different, noncentralized locations, enabling student learning any time, any place and at any pace.

http://lrc.education.gov.ab.ca/pro/default.html

Distributed learning resources are provincially authorized resources that support educational program delivery in Alberta. For information about purchasing distributed learning resources, contact the Learning Resources Centre.

Digital Resources to Support Curriculum Outcomes

http://learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources provided by Alberta Education. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

The Web site is password protected, with each school authority receiving a new username and password each August. Usernames and passwords are available from school principals or by contacting the Alberta Education Client Services HelpDesk between 8:15 a.m. and 4:30 p.m. on weekdays:

Telephone: 780–427–5318 (toll-free using 310–0000)
E-mail: cshelpdesk@gov.ab.ca

Please note that you will need to provide the name of your school and school authority.

Knowledge and Employability

http://education.alberta.ca/teachers/program/know.aspx

Knowledge and Employability is a series of courses rather than a program. This allows schools and students to have some flexibility in offering and selecting the courses based on highest level of achievement and areas of need. These courses begin in the Grade 8 year of schooling and continue through the Grade 12 year of schooling. During grades 8–12, students may enroll in one or more courses at any appropriate entrance/registration date.

Knowledge and Employability courses are designed for the student who learns best when the focus is on the development and application of reading, writing and mathematical literacy and when meaningful connections are made between the home, school, workplace and community through experiential learning experiences. This series of courses provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students who successfully complete Knowledge and Employability courses may qualify for a Certificate of High School Achievement. Students may also transfer into courses leading to an Alberta High School Diploma at any time during their senior high school career.

Knowledge and Employability courses consist of both academic and occupational courses at both the junior and senior high school levels.

Academic subjects:

- Knowledge and Employability English Language Arts 8, 9, 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8, 9, 10-4, 20-4
- Knowledge and Employability Science 8, 9, 10-4, 20-4
- Knowledge and Employability Social Studies 8, 9, 10-4, 20-4

Occupational strands:

- Workplace Readiness
- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology (senior high only)
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources (senior high only).

http://education.alberta.ca/media/524889/infomanual.pdf

For more information, refer to the *Information Manual for Knowledge and Employability Courses*, Grades 8–12, Revised 2008. The manual is available on the Alberta Education Web site or for purchase from the LRC.

Assessment

Assessing Student Achievement

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction.

Grade Level of Achievement (GLA)

http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Grade Level of Achievement is the teacher's professional judgement of a student's achievement in a core subject (language arts, mathematics, science and social studies).

Alberta teachers must report grades 1–9 student Grade Level of Achievement to parents.

Provincial Achievement Tests

http://education.alberta.ca/admin/testing/achievement.aspx

As well as being assessed by their teachers throughout the school year, students write provincial achievement tests at the end of grades 3, 6 and 9. Each achievement test provides a common measure for students across the province, based on the curriculum. The tests are designed to provide information about students' achievement in relation to provincial standards. This information is valuable to schools for review of programs and improvement of students' learning. As well, the information assists schools, school authorities and the province in reporting to parents and other Albertans on the achievement of students. Grade 9 students write tests in English language arts, mathematics, science and social studies. Grade 9 students in French language programs write both the English and the French language arts tests and the French forms of the other subject area achievement tests. Additional achievement tests, that reflect learning expectations from the new Grade 9 Knowledge and Employability courses, are being developed. These new achievement tests will be available in 2009–2010 for administration to students who are enrolled in these courses.

The curriculum statements provided in the following pages serve as the basis for developing the achievement tests for the particular grade and course specified. Classroom teachers work with staff of Alberta Education to develop questions for the tests, and these questions are field tested in classrooms across the province. Teachers also participate in standards setting and in the marking of the language arts tests. The involvement of teachers and the information gained from field testing help to ensure that the achievement tests are appropriate for the students and accurately reflect the grade-level curriculum.

Detailed reports are provided to schools and school authorities on the achievement test results of their students. These reports indicate the percentages of students achieving the provincial standards on each test, and they provide information about students' performance in particular areas of the curriculum. A school also receives an Individual Student Profile (ISP) of results for each student who wrote the achievement tests. The ISP shows the student's scores on the tests in relation to the provincial standards. Duplicate copies of the ISP sheets are provided to the schools for the students' parents. Information about provincial achievement testing is provided in the *Parent Guide to Provincial Achievement Testing/Guide des parents Programme des tests de rendement provinciaux.*

A separate parent guide is available for Grade 3, Grade 6 and Grade 9, and copies of the guides are available in schools across the province. Additional information about achievement testing as well as released achievement tests and examples of students' writing are available on the Alberta Education Web site.

Planning for Senior High School

During their junior high years, students make decisions about their senior high school program. It helps to keep in mind that:

- strengths, interests and realistic career paths play a major role in decision making
- specific courses are required for an Alberta High School Diploma or Certificate of High School Achievement
- knowledge of course sequences is important, because many courses require prerequisites.

http://education.alberta.ca/admin/resources/guidetoed.aspx

Guidance from the school and classroom teacher is available. Planning for senior high school is more effective when students and parents are familiar with requirements and work closely with teachers.

Alberta Education provides information on planning for senior high school through a variety of resources, including the following:

- *Senior High School Mathematics Programs: Revised Handbook for Parents and Students*

http://education.alberta.ca/media/645731/handbk.pdf

- *Curriculum Handbooks for Parents: Senior High School*

http://education.alberta.ca/parents/resources/handbook.aspx

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Feedback Form

Curriculum Handbook for Parents 2009–2010: Grade 9
Catholic School Version

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

Grade:	Kindergarten	1	2	3	4	5	6	7	8	9	Senior High
Grade level used:	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

Thank you for your feedback.

Please send your response to:

Communications Coordinator
Alberta Education
10044 – 108 Street NW
Edmonton, Alberta, Canada
T5J 5E6
Fax: 780–422–3745

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS